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INSITE. FOURTH ANNUAL REPORT TO THE FORD FOUNDATION (JULY 1, 1966-JUNE 30, 1967). PART II, STUDENT ENROLLMENT AND RECORDS, STUDENT COUNSELING, RESIDENT TEACHING PLACEMENT, RESIDENT TEACHING, SEMINAR ON THE IMPLICATIONS OF THE SOCIAL SCIENCES, SEMINAR ON THE ROLE OF THE HUMANITIES, CREATIVE ARTS WORKSHOP.

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Identifiers-Acroclinical Semester, *Insite, Instructional Systems in Teacher Education

This 2nd part of a 4-part report on the 3rd year of the Instructional Systems in Teacher Education (Insite) Project consists of several reports by the project staff, including "Student Enrollment and Records, Counseling, Resident Teaching Placement," by John R. Beck; "Resident Teaching," by R. Bruce McQuigg; "Seminar on the Implications of the Social Science," by Paul Hines; "Seminar on the Role of the Humanities," by Guy Hubbard; "Creative Arts Workshop," by Mary Rouse. Included in these reports are profiles of Insite student enrollment, a list of resident teaching assignments, interview data for teacher placement, a list of liaison conferences, a list of cooperating school districts and liaison representatives, the "Insite Resident Teaching Directory," requirements for resident teachers, and descriptions of and requirements for the social sciences seminar, the humanities seminar, and the creative arts workshops. Related documents are SP 001 557, SP 001 683, SP 001 685, SP 001 686. (SG)

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I N S I T E

Instructional Systems in Teacher Education

Indiana University Bloomington, Indiana

Fourth Annual Report

to the Ford Foundation

July 1, 1966 - June 30, 1967

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SP001684

Part II

Student Enrollment and Records

Student Counseling

Resident Teaching Placement

Resident Teaching

Seminar on the Implications of the Social Sciences

Seminar on the Role of the Humanities

Creative Arts Workshop

I N S I T E

Fourth Annual Report to the Ford Foundation

For the Fiscal Year
July 1, 1966 to June 30, 1967

Part I

Section One — THE YEAR IN REVIEW, THE BUDGET, LOOKING AHEAD. An evaluation by Dr. Arthur H. Rice, Executive Coordinator

Section Two — THE STORY IN PICTURES. Captions by Jane Jaffe

Section Three — THE ORIENTATION SEMESTER. Reported by Dr. Jean York

Part II

Section One — STUDENT ENROLLMENT AND RECORDS, COUNSELING, RESIDENT TEACHING PLACEMENT. Reported by Dr. John R. Beck

Section Two — RESIDENT TEACHING. Reported by Dr. R. Bruce McQuigg

Section Three — THE SEMINAR ON THE IMPLICATIONS OF THE SOCIAL SCIENCES. Reported by Dr. Paul Hines

Section Four — THE SEMINAR ON THE ROLE OF THE HUMANITIES. Reported by Dr. Guy Hubbard

Section Five — THE CREATIVE ARTS WORKSHOP. Reported by Dr. Mary Rouse

Part III

Section One — THE ACROCLINICAL SEMESTER: ELEMENTARY DIVISION. Reported by Dr. Edward G. Buffie

Part IV

Section One — THE ACROCLINICAL SEMESTER: SECONDARY DIVISION. Reported by Dr. R. Bruce McQuigg

Part V

Section One — SUPPLEMENTARY: An Experiment in Teaching Creative Arts Methods to Elementary Teachers. A master's thesis by Jane Wesley

Submitted by
INSTRUCTIONAL SYSTEMS IN TEACHER EDUCATION
School of Education, Indiana University
Bloomington, Indiana

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Part II

STUDENT ENROLLMENT, RECORDS, COUNSELING, AND RESIDENT TEACHING PLACEMENT

Reported by Dr. John R. Beck
Administrative Assistant to the Coordinator

RESIDENT TEACHING

Reported by Dr. R. Bruce McQuigg
Associate Coordinator for Secondary Education

THE SEMINAR ON THE IMPLICATIONS OF THE SOCIAL SCIENCES

Reported by Dr. Paul Hines
Assistant Professor of Education

THE SEMINAR ON THE ROLE OF THE HUMANITIES

Reported by Dr. Guy Hubbard
Associate Professor of Education

THE CREATIVE ARTS WORKSHOP

Reported by Dr. Mary Rouse
Associate Professor of Education

STUDENT ENROLLMENT AND RECORDS

Reported by John R. Beck
Administrative Assistant to the Coordinator

Three groups of volunteer students are represented in the Insite program. A brief history of each is as follows:

The initial, or Pilot Group, members were recruited at the close of their freshman year and began the program as sophomores at the beginning of the 1964-65 school year. No screening process was involved. During this first year, this group totaled 89. It was not intended that these students participate in the total accelerated program, but rather serve as a trial or "pilot" group who would react to the program design and innovated courses. These reactions could then be evaluated and improved for the benefit of any succeeding groups.

The next, or the First Insite Group members, were recruited from new freshman students during the summer of 1964-65. These volunteers were screened by means of college entrance exams (S.A.T.) and rank in their high school graduating class. The screening was intended to recruit students who would be more likely to complete the total program. One hundred and seventy-nine (179) First Insite students were enrolled in their first seminar during the spring semester of 1964-65.

The Second Insite Group members were recruited from new freshman students for the 1965-66 school year. The Second Insite group began its first seminar in the spring of 1965-66 with an enrollment of one hundred and seventy-six (176). No screening process was used for this group. Observations and records of the first two groups revealed that this type of program attracted and appealed to a certain type of student and a self-screening process was inherent.

The attrition rate for all groups has been highest during the freshman year. In the case of the Second Insite group the first year attrition rate reached approximately fifty percent. After the first year the attrition rate has averaged approximately ten percent per semester. The attrition rate increased to roughly thirty percent, for the Pilot and First Insite Groups, during the semester immediately prior to the acroclinical semester. The attrition rate for all groups is slightly higher than that of the total university student population. However, students who drop the program do not always drop out of college, but frequently transfer to other schools within the university or to other institutions.

ENROLLMENT AND ATTRITION FOR THE PILOT AND FIRST AND SECOND INSITE GROUPS 1966-67.

The design of the project did not provide for an accelerated program for the Pilot Group. Since students in the First Insite group did participate in an accelerated program, they "caught up" to the Pilot Group and both groups are now beginning the graduate phase of the program. They have, in essence, merged, and become one group. Therefore, in this section they will be discussed together and followed by a report on the Second Insite Group.

The data for this section of the report were compiled from data sheets which students completed during counseling sessions during the fall and spring semesters of the 1966-67 school year. Statistical profiles are included at the end of this section.

THE PILOT AND FIRST INSITE GROUPS

The attrition rate for the Pilot and First Insite groups has usually been approximately 10 percent per semester. However, the past year shows some heavier attrition rates for these two groups as they approached the acroclinical phase and resident teaching phase of the program.

Our office has tried to elicit reasons from students when they drop the program. Earlier in the program the most common reasons were (1) financial-cannot afford to attend summer school, (2) changing major or school, (3) transferring to another institution, (4) pace of the program too fast, and (5) personal reasons, such as poor health, marriage, or opportunity to travel during summer vacations.

Some new reasons given during the past year include: (1) taking masters program outside the School of Education, (2) not feeling ready to take a teaching position, and (3) a poor acroclinical semester record.

Several students, giving the last two reasons, have indicated that if they can strengthen their positions during the coming year, they will rejoin the program and seek resident teaching placement with the Second Insite Group.

ENROLLMENT AND ATTRITION FOR THE SECOND INSITE GROUP

The Third Annual report mentioned that "the attrition rate for the Second Insite Group will likely develop a different pattern from the other groups." The primary reasons being:

1. This group is the last to go through the program and those who cannot stay "on schedule" with the design of the program cannot fall back with another group.

2. We did not attempt to recruit students from the regular teacher preparation program, semester by semester, to replace those who dropped out.

3. Several in this group did not begin their college careers until the spring of 1965-66, which put them a semester behind. There were others who were taking lighter than normal loads and probably could not accelerate to catch up.

An attrition rate of approximately fifty percent occurred over the summer of 1966. Preregistration in the social science seminar for the fall semester of 1966-67 indicated 132 students would continue. This was a difference of 44 from the previous spring semester.

These 44 students were sent letters. Eight replied they intended to enroll. Twenty-one replied they were dropping. Two requested and received counseling; one stayed with the program and one dropped. Sixteen were not heard from.

However, the final enrollment in the seminar totaled 86.

The reasons for dropping the program given by the twenty-one students, in rank order with the highest first, were as follows:

1. Financial, or must work summers.

2. Changed majors, transferred to another school, or moved out of state.

3. Program too accelerated.

4. Disappointed in program.

From the fall to the spring of 1966-67, the attrition rate was almost nil. It is coincidental that the figures are identical; they do not represent the same individuals. Approximately five percent of these 86 are students who dropped back from the First Insite Group.

SUPPLEMENTARY GROUPS FOR THE ACROCLINICAL SEMESTERS - SECONDARY STUDENTS ONLY

Officially, recruiting for the three groups terminated with the organization of the Second Insite Group. However, the attrition rate and a low volunteer rate for secondary students majoring in some academic areas, resulted in light enrollment in the methods and principles classes for the acroclinical semesters.

Since the cost per students for light or small classes was not deemed justifiable, supplementary students were recruited from the regular teaching preparation program to make these classes economically feasible.

The Pilot Group acroclinical semester (fall 1966-67) was supplemented in the secondary area as follows:

Major Subject	Boys	Girls	Total
English	1	7	8
Foreign Language	2	5	7
Sciences	8	3	11
Social Studies	2	5	7
Mathematics	1	5	6
	14	25	39

The First Insite Group acroclinical semester (spring 1966-67) was supplemented in the secondary area as follows:

Major Subject	Boys	Girls	Total
English		6	6
Foreign Language	1	9	10
Sciences	2	2	4
Social Studies	1	5	6
Mathematics	1	3	4
	5	25	30

The majority of secondary Insite students will be taking their acroclinical semester during the spring of 1967-68. The roster of supplementary students is still incomplete.

Profile of First Insite Group
Fall semester, 1966-67

Elementary

Area of Specialization:	Boys	Girls	Total
Language Arts	-	10	
Social Studies	-	10	
Science	-	10	
Mathematics	-	8	
	Total Elementary Majors -		38

Home State:			
Indiana	-	35	
Illinois	-	2	
Wisconsin	-	1	

Secondary

Major Subject:	Boys	Girls	Total
English	-	7	
Foreign Languages	-	13	
Science	-	3	
Social Studies	2	5	
Mathematics	1	4	
Undecided			
	Total Secondary Majors -		35

Home State:			
Indiana	29	-	
Texas	1	-	
Michigan	1	-	
New York	2	-	
Ohio	2	-	
	Grand Total - - - - - - - -		73

Profile of First Insite Group
Spring Semester 1966-67
Acroclinical Semester

Elementary

Area of Specialization:	Boys	Girls	Total
Language Arts	-	10	
Social Studies	-	8	
Science	1	7	
Mathematics	-	6	

Total Elementary Majors - 32

Home State:

Indiana	4	25
Illinois	-	1
Ohio	1	-
Wisconsin	-	1

Secondary

Major Subject:	Boys	Girls	Total
English	-	6	
Foreign Languages	1	9	
Science	2	2	
Social Studies	1	5	
Mathematics	1	3	
Undecided			

Total Secondary Majors - 30

Home State:

Indiana	5	18
Texas	-	1
Michigan	1	-
New York	1	1
Ohio	-	2
Illinois	-	1

Grand Total - - - - - - 62

Profile of Second Insite Group
Fall semester, 1966-67

Elementary

Area of Specialization:	Boys	Girls	Total
Language Arts	-	11	
Social Studies	-	6	
Science	-	5	
Mathematics	-	1	
Kindergarten	-	3	
Special Education	-	8	
Undecided	-	4	
	Total Elementary Majors -		38

Home State:			
Indiana	-	35	
Ohio	-	1	
West Virginia	-	1	
North Carolina	-	1	

Secondary

Major Subject:	Boys	Girls	Total
English	-	17	
Foreign Languages	1	9	
Science	1	3	
Social Studies	3	10	
Mathematics	1	3	
Undecided			
	Total Secondary Majors -		48

Home State:			
Indiana	-	42	
Ohio	3	-	
Virginia	2	-	
Missouri	1	-	
	Grand Total - - - - - - - -		86

Profile of Second Insite Group
Spring semester, 1966-67

Elementary

Area of Specialization:	Boys	Girls	Total
Language Arts	-	10	
Social Studies	-	7	
Science	-	5	
Mathematics	-	2	
Special Education	-	8	
Kindergarten	-	3	
Undecided	-	3	
	Total Elementary Majors -		38

Home State:			
Indiana	-	35	
Virginia	-	1	
Ohio	-	1	
California	-	1	

Secondary

Major Subject:	Boys	Girls	Total
English	-	17	
Foreign Languages	2	8	
Science	1	5	
Social Studies	2	7	
Mathematics	2	4	
Undecided			
	Total Secondary Majors -		48

Home State:			
Indiana	2	41	
Illinois	2	-	
Missouri	1	-	
Ohio	2	-	
	Grand Total - - - - - - - -		86

Profile of Pilot Insite Group
Fall semester, 1966-67
Acroclinical Semester

Elementary

Area of Specialization:	Boys	Girls	Total
Language Arts	-	8	
Social Studies	-	4	
Science	-	5	
Mathematics	-	1	
Kindergarten	-	3	
	Total Elementary Majors -		21

Home State or Country			
Indiana	-	16	
Illinois	-	2	
Florida	-	1	
Pennsylvania	-	1	
Iran	-	1	

Secondary

Major Subject:	Boys	Girls	Total
English	2	5	7
Foreign Languages	-	-	-
Science	4	1	5
Social Studies	1	2	3
Mathematics	1	-	1
Undecided			
	Total Secondary Majors -		16

Home State:			
Indiana	6	8	14
Missouri	1	-	1
Florida	-	1	1
	Grand Total - - - - - - -		37

INSITE RESIDENT TEACHERS
Placement for the 1967-68 School Year

Reported by John R. Beck

The original premise for the placement of graduate Insite students in the cooperating districts for the resident teaching semesters called for the placement procedure to be handled through the Bureau of Educational Placement at Indiana University. Insite students were to follow the same procedure required of all regular students seeking teaching positions.

Certain aspects of the regular placement procedure, however, were extraneous to expediting the placement of Insite students. Also it was agreed that the Insite office should seek to maintain the personal interest which it had established with the students over the past several years.

The Insite office, therefore, organized and put into effect its own "placement bureau" with the very fine cooperation of the Bureau of Educational Placement.

In November of 1967, letters were sent to all cooperating districts advising them of the placement procedure. A questionnaire was also included which requested a list of positions (grade, subject, and semester) which would be made available to Insite students, and ask for tentative dates for interviews.

A letter was sent to all Pilot and First Insite students who would be ready for resident teaching, advising them of the placement procedure. These students also completed a questionnaire indicating the cooperating school districts in which they were interested and the grades, subjects, and semester they preferred, as well as any special circumstances which they may wish to be considered. Students were made aware that their choices or preferences could not always be honored. However, the questionnaire from the school districts and students gave an over-all picture, in terms of supply and demand and geographic distribution, for the resident teaching program for the fall and spring semesters of the 1967-68 school year.

Each district was then notified of the number of students, and their qualifications, interested in the district or the general geographic area.

The first set of interviews with a cooperating district was on January 13, 1967. The last interview was on March 15, 1967. Twenty-nine schools sent personnel to the I.U. campus. The interviews were scheduled at 30 minute intervals when possible, and were held in the Insite offices. A set of credentials for each student was available to the interviewers. Approximately fifty percent of the districts sent two interviewers, one for elementary and one for secondary students.

There was a total of 287 elementary position interviews and 214 secondary position interviews on campus. In addition, approximately twelve students travelled off campus for interviews. Interviews by school districts ranged from 2 to 35 for elementary positions and 3 to 23 for secondary positions, the average of the total being just over seventeen. A list of interview data is included at the end of this report.

Upon completing all interviews, the schools were asked to submit a list of candidates in the order of preference. The students were also asked to submit a list of schools in the order of preference.

Theoretically the plan seemed sound. However, the students were prone to set rather narrow limitations with respect to geographic locations and the schools were prone to limit their preferences to first and second choices. Thus, by matching available preferences, we were only able to assign approximately one-third of the students for resident teaching. The months of April through the middle of July required concerted effort and a considerable amount of correspondence before the last student was placed. However, we are still occasionally confronted with technicalities and the unpredictable and personal problems of both students and school districts. For all practical purposes, the final resident teaching assignment was made during the middle of July.

Most cooperating schools preferred to have students placed back-to-back, or matched with respect to grade and/or subject for the fall and spring semesters. In this manner, two resident teachers fill one position for the whole school year.

This has not always been possible. In several instances a student has accepted a position for a full year, only the first semester of which will be accepted for resident teaching. Several students have signed contracts for the spring semester without knowing their specific assignments. In these cases the school districts anticipate some teacher turnover at mid-year. In two instances we have not been able to place students. One student is a Latin major and the other a German major. We have not been able to match them with another student. They will continue with graduate work on campus and seek a resident teaching position with the Second Insite Group.

We were not able to fill all requests for resident teachers from cooperating districts. In some cases it was because the students did not list these districts among their first, second, or third preferences. In other cases we simply did not have enough students to fill all the requests. Also, from the liaison and communications aspect, it was thought best not to spread ourselves too thin geographically, although in several instances it has been necessary to assign only one or two students to a district.

Twenty-one school districts will be working with resident teachers during the coming year. The distribution of students among these schools is indicated on the following list and map.

As was mentioned earlier, several students will be teaching in a district for a full year.

Of the total eighty-eight resident teachers, twenty-two are from the Pilot Group, sixty-two are from the First Insite Group, and four are from the Supplementary Group.

As reported in the Third Annual Report, the enrollment in the Pilot Group (secondary students only) did not justify separate methods classes on a cost per pupil basis. A supplementary group of 36 students was therefore recruited from students in the regular teacher preparation program. Four of these students elected to participate in the resident teaching semester.

The figures on the map do not represent the actual number of resident teachers, but rather the number of one-semester positions being filled by Insite students.

Thus Insite students are filling ninty-four one-semester positions. Eight students will be teaching a full year or filling two one-semester positions. These eight are distributed as follows:

<u>Elementary</u>:

Two Students - Columbus
One Student - Hammond
One Student - Perry Township, Indianapolis
One Student - Michigan City

<u>Secondary</u>:

Two Students - Hammond
One Student - Bloomington

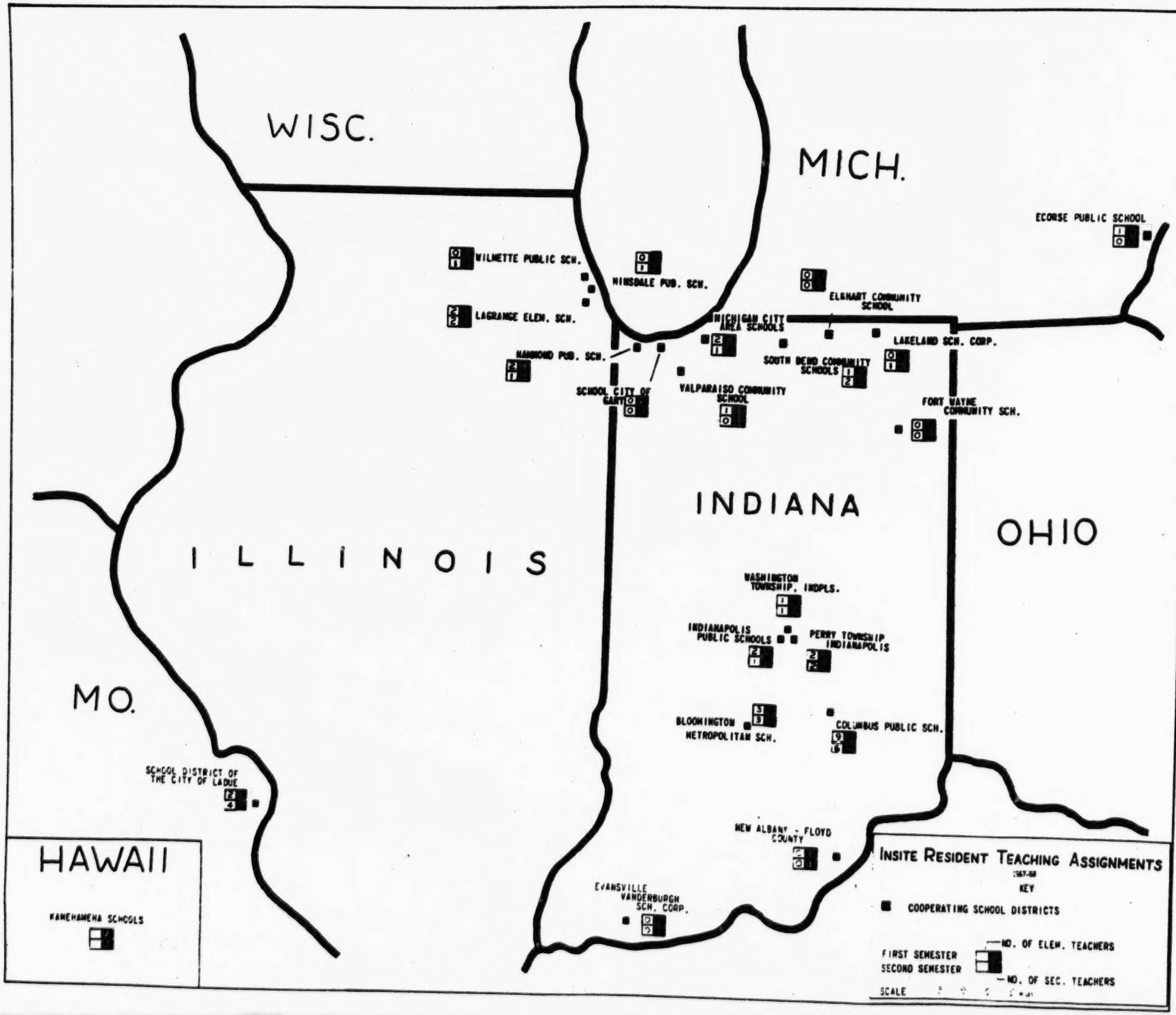
Thus a total 88 students will be doing resident teaching during the 1967-68 school year.

Number of Resident Teaching Assignments in Cooperating Districts for the First and Second Semesters of 1967-68*

	Elementary		Secondary	
	1st.	2nd.	1st.	2nd.
Bloomington Metropolitan	3	3	1	2
Columbus Public Schools	9	6		
Ecorse Public Schools	1			
Elkhart Community School			1	
Evansville-Vanderburgh			1	1
Fort Wayne Community			3	3
School City of Gary			2	2
Hammond Public Schools	2	1	4	4
Hinsdale School		1		
Indianapolis Public School	2	1		
Indianapolis (Perry)	2	2		
Indianapolis (Washington)	1	1		
Kamehameha Schools	1	1	2	2
School City of Ladue	2	4		1
LaGrange Park, Illinois	2	2	1	1
Lakeland School Corp.		1	1	
Michigan City	2	1	2	1
New Albany-Floyd County			1	1
South Bend Community	1	2		1

Valparaiso Community	1		1	
Wilmette Public School		1		1

* Figures include eight resident teachers who will be teaching both first and second semesters.


WISC.
MICH.
ILLINOIS
INDIANA
OHIO
MO.
HAWAII
WILMETTE PUBLIC SCH.
HINSDALE PUB. SCH.
LAGRANGE ELEM. SCH.
HAMMOND PUB. SCH.
SCHOOL CITY OF GARY
VALPARAISO COMMUNITY SCHOOL
MICHIGAN CITY AREA SCHOOLS
ELKHART COMMUNITY SCHOOL
SOUTH BEND COMMUNITY SCHOOLS
LAKELAND SCH. CORP.
FORT WAYNE COMMUNITY SCH.
ECORSE PUBLIC SCHOOL
WASHINGTON TOWNSHIP, INDPLS.
INDIANAPOLIS PUBLIC SCHOOLS
PERRY TOWNSHIP INDIANAPOLIS
BLOOMINGTON METROPOLITAN SCH.
COLUMBUS PUBLIC SCH.
NEW ALBANY - FLOYD COUNTY
EVANSVILLE VANDERBURGH SCH. CORP.
SCHOOL DISTRICT OF THE CITY OF LADUE
KAMEHAMEHA SCHOOLS
INSITE RESIDENT TEACHING ASSIGNMENTS
1967-68
KEY
COOPERATING SCHOOL DISTRICTS
NO. OF ELEM. TEACHERS
FIRST SEMESTER
SECOND SEMESTER
NO. OF SEC. TEACHERS
SCALE

Interview Data for the Placement of Resident Teachers
in Cooperating School Districts for the 1967-68 school year.

School District	Number of students interviewed	Date of Interview
Rochester, Minnesota	Elementary 7 Secondary 5	January 13, 1967
LaGrange Park, Illinois	Elementary 5 Secondary 0	January 16, 1967
Evansville, Indiana	Elementary 2 Secondary 0	January 17, 1967
Elkhart, Indiana	Elementary 4 Secondary 6	February 7, 1967
Washington Township (Indpls)	Elementary 13 Secondary 0	February 8, 1967
Lakeland LaGrange, Ind.	Elementary 2 Secondary 7	February 9, 1967
Richmond, Indiana	Elementary 9 Secondary 0	February 9, 1967
Michigan City, Indiana	Elementary 6 Secondary 5	February 13, 1967
Indianapolis Public	Elementary 20 Secondary 8	February 16, 1967
Ladue, Missouri	Elementary 16 Secondary 23	February 20, 1967
Hawaii	Elementary 35 Secondary 11	February 21, 1967
New Albany, Indiana	Elementary 8 Secondary 6	February 23, 1967

Ecorse, Michigan	Elementary 7 Secondary 3	February 27, 1967
Columbus, Indiana	Elementary 19 Secondary 13	February 28, 1967
Ft. Wayne, Indiana	Elementary 0 Secondary	March 1, 1967
Edina, Minnesota	Elementary 7 Secondary 11	March 1, 1967
Bloomington, Indiana	Elementary 22 Secondary 11	March 2, 1967
Garrett, Indiana	Elementary 0 Secondary 8	March 6, 1967
South Bend, Indiana	Elementary 6 Secondary 6	March 7, 1967
LaGrange Park, Illinois	Elementary 12 Secondary 9	March 7, 1967
Griffith, Indiana	Elementary 5 Secondary 7	March 8, 1967
Bloomington, Indiana	Elementary 0 Secondary 16	March 9, 1967
Perry Township (Indpls.)	Elementary 16 Secondary 0	March 10, 1967
Kendallville, Indiana	Elementary 0 Secondary 3	March 13, 1967
Evanston, Illinois	Elementary 16 Secondary 9	March 14, 1967
Munster, Indiana	Elementary 8 Secondary 7	March 15, 1967

Total number of elementary interviews - - - 287

Total number of secondary interviews - - - 214

Liaison Conferences

Reported by Dr. John R. Beck

There are approximately fifty liaison people representing the twenty-one cooperating districts for the 1967-68 school year.

It was thought that this large a group would be too large for group planning. These districts were therefore divided into two geographical groups, the Northern and the Southern Districts. Conferences for these groups are planned for the fall of 1967-68.

With this type of organization, the staff also felt that some districts might also be encouraged to meet as smaller groups to plan and exchange ideas without direct supervision from our office.

The Northern and Southern Districts are as follows:

Northern District

1. Ecorse Public Schools - - - - - - - - - - - - - - - Ecorse, Michigan
2. Elkhart Community Schools - - - - - - - - - - - - - Elkhart, Indiana
3. School City of Gary - - - - - - - - - - - - - - - - Gary, Indiana
4. Fort Wayne Community School- - - - - - - - - - - - Fort Wayne, Indiana
5. Hammond Public School - - - - - - - - - - - - - - - Hammond, Indiana
6. Hinsdale Public School - - - - - - - - - - - - - -- Hinsdale, Illinois
7. LaGrange Elementary School - - - - - - - - - - - LaGrange Park, Illinois
8. Lakeland School Corporation - - - - - - - - - - - Lakeland, Indiana
9. Kamehameha Schools - - - - - - - - - - - - - - - -- Honolulu, Hawaii
10. Michigan City Area Schools - - - - - - - - - - - -Michigan City, Indiana
11. South Bend Community Schools - - - - - - - - - - -South Bend, Indiana
12. Valparaiso Community Schools - - - - - - - - - - -Valparaiso, Indiana
13. Wilmette Public School - - - - - - - - - - - - - -Wilmette, Illinois

Southern District

1. Bloomington Public Schools - - - - - - - - - - - - Bloomington, Indiana
2. Columbus Public Schools - - - - - - - - - - - - - Columbus, Indiana
3. Evansville-Vanderburgh School Corporation - - - Evansville, Indiana
4. Indianapolis Public Schools - - - - - - - - - - - Indianapolis, Indiana
5. Indianapolis Perry Township - - - - - - - - - - - Indianapolis, Indiana
6. Indianapolis Washington Township - - - - - - - - Indianapolis, Indiana
7. School City of Ladue - - - - - - - - - - - - - - St. Louis, Missouri
8. New Albany-Floyd County- - - - - - - - - - - - - New Albany, Indiana

Cooperating School Districts and
Liaison Representatives

Each cooperating school district has assigned one or more people to act as a contact between the Insite office and the school district. These individuals have been designated as liaison persons and each is responsible for the supervision of the resident teaching program in his respective district.

In some instances, where resident teachers are scattered in several schools throughout a district, the liaison persons have appointed immediate supervisory people at each school.

The districts and their liaison people as of June 7, 1967 were the following:

School	Representative and Title
Bloomington Metropolitan Schools	Mrs. Lora Batchelor, Assistant Superintendent Personnel & Services
Columbus Public Schools	Mr. Clarence Robbins, Superintendent
Ecorse Public School	Mrs. Maxine Bell, Curriculum Consultant
Elkhart Community Schools	Dr. Ivan Fitzwater, Assistant Superintendent
Evanston Elementary Schools	Mr. Charles E. Mader, Director of Personnel
Evansville-Vanderburgh School	Miss Marie Strunk, Supervisor of Primary Education
Fort Wayne Community School	Mr. Hugh D. Rice, Coordinator Secondary Education
School City of Gary	Dr. Norman Turchan, General Supervisor of Elementary Education
Hammond Public Schools	Mr. Wm. McNabney, Superintendent

Indianapolis (Washington)	Mr. H. Dean Evans, Assistant Superintendent
Indianapolis (Public)	Mr. J. H. Jones, Supervisor Staff Personnel Division
Indianapolis (Perry)	Mr. S. H. Brewer, Assistant Superintendent Elementary Education
Kamehameha Schools	Mr. Richard L. Cundy, Director of Personnel and Student Admissions
School City of Ladue	Mr. Richard P. Bouchard, Principal
LaGrange Elementary School	Mr. James R. Coad, Assistant Superintendent, Dr. William Lewellen, Principal
Lakeland School Corporation	Mr. Dean B. Smith, Superintendent
Michigan City Area Schools	Dr. Robert Raisor, Assistant Superintendent Secondary Education, Miss Alma Koza, Assistant Superintendent Elementary Education
New Albany-Floyd County	Mr. Peder H. Espeseth, Director of Elementary Education, Mr. Robert Holmes, Director of Secondary Education
South Bend Community School	Mr. Harry E. Oglesby, Director of Personnel
Valparaiso Community School	Mr. G. Warren Phillips, Superintendent
Wilmette Public School	Mr. Larry Love, Assistant Superintendent

Insite Resident Teaching Directory, Fall, 1967-68

Indiana

Name	School	Grade Subject
Bloomington		
Bloom, Susan	Broadview School	1
Ingels, Joseph	Binford Junior High	Social Studies
Ransom, Marilyn	Hunter School	6
Rummel, Suzanne	Marlin School	3
Columbus		
Arthur, Leland	McDowell School	4
Chumley, Elizabeth	Booth Setser School	5
Coplen, Janet	Parkside School	K
Granger, Jane	Wayne School	3
Hess, Elizabeth	Richards School	2
McDermott, Donna	McDowell School	4
Powell, Patricia	Schmitt School	2
Schull, Connie	Richards School	2
Sexton, Norma	State School	3
Elkhart		
McCord, Diane	Pierre Moran School	Social Studies
Evansville		
Hewig, Susan	Evansville-Vanderburgh School	English

Fort Wayne

Hanlin, Donald	Memorial Junior High	U. S. History (8)
Parker, John	Snider High School	World History (10)
Ress, Robert	Franklin Junior High	Gen. Science (8)

Gary

Neese, Mary	Lew Wallace Senior High	Russian
Staddon, David	Beckman Junior High	Biology

Hammond

Berger, Margaret	A L Spohn School	French
Feltman, Judith	Jefferson School	2
Kimball, Cean	Harding School	Special Education
Moriconi, Ann	Hammond High School	French
Vertesch, Rosemary	A L Spohn School	Social Studies
Zelenke, Dennis	A L Spohn School	English

Indianapolis (Perry)

McLaughlin, Barbara	MacArthur School	1
Nesbit, Mary Ann	MacArthur School	3

Indianapolis (Public)

Diehl, Marjory	School # 70	6
Groom, Joyce	School # 78	4

Indianapolis (Washington)

Hilburn, Andrea	John Strange School	2

LaGrange

Keeslar, James R.	LaGrange Junior High	English

Michigan City

Jahns, Christina	Knapp School	4
MacKenzie, Katherine	Ellston High School	English
Menor, Anita	Barker Junior High	Spanish
Stuart, Laura	Riley School	K

New Albany

Betz, Kathleen	Nathaniel Scribner Junior High	Mathematics

South Bend

Huster, Diane	Nuner Elementary School	2

Valparaiso

Thompson, Susan	Jefferson Junior High	English (7)
Williams, Johanna	Banta Elementary School	3

Hawaii

Honolulu

Lohman, Carolyn		4
Mitchell, Judith		English
VanDeventer, Nancy		Mathematics

Illinois

LaGrange Park

Cannon, Carol	Cossitt Avenue School	English (7-8)
Tyk, Janice	Forrest Park School	3
Walk, Maxine	Cossitt Avenue School	4

Michigan

Ecorse

Forotanpour, Faye	John F. Kennedy School	1

Missouri

St. Louis

Schmidlap, Steven	Spode School	6
Schmidlap, Trudy	Spode School	3

Insite Resident Teaching Directory, Spring, 1967-68*

Indiana

Name	School	Grade Subject
Bloomington		
Curtis, Patricia	Broadview School	1
Deveary, Carol	Hunter School	6
Sanborn, Suzanne	Marlin School	3
White, Valerie	Binford Junior High	Social Studies
Columbus		
Brackett, Jane	Parkside School	K
Butler, Rita	Booth Setser	5
Empson, Myrna	Richards School	2
Robertson, Judith	Schmitt School	2
Evansville		
Cabage, Lilian	Evansville-Vanderburgh School	English
Fort Wayne		
Leist, Carolyn	Memorial Junior High	U.S. History (8)
Spurgeon, Robert	Franklin Junior High	General Science (8)
Whetstone, James	Snider High School	World History (10)

* In some instances, specific grade or school assignments have not yet been made.

Gary

Eshleman, Sylvia	Lew Wallace Senior High	Russian
Ripple, Maryon	Beckman Junior High	Biology

Hammond

Junken, Anita	A L Spohn	French
Katz, Michelle		
Parsons, George	A L Spohn	Social Studies

Indianapolis (Perry)

Arnold, Kathryn	MacArthur School	3

Indianapolis (Public)

Snell, Jane	School #78	6

Indianapolis (Washington)

Samson, Linda	John Strange	2

LaGrange

Tilford, Katherine	Parkside School	Special Education

Michigan City

Bolster, Janice	Joy School	3
Light, Margaret	Barker Junior High	Spanish

New Albany		
Kupferer, Norma	Nathaniel Scribner Junior High	Mathematics

South Bend		
Hall, Barbara	NaVarre School	5
Hankins, Robert		Mathematics
Wallis, Marjorie	Nuner School	2

Hawaii

Honolulu

Beesley, Tonda		4
O'Reilly, Judith		English
Thorman, Karen		Mathematics

Illinois

Hinsdale

Kneble, Lynn		

LaGrange Park

Bryan, Nancy	Cossitt Avenue	4
Huff, Helen	Cossitt Avenue	English (7-8)
VanCuren, Barbara	Forrest Park School	3

Wilmette

Ipsen, Suzanne		4
Wright, Suzanne	Locust Junior High	Science (7-8)

Missouri

St, Louis

Forsyth, Nancy	Spode School	4
Graves, Linda	Spode School	3
Meyer, Pamela		
Oppliger, Robert		Biology
Weihmiller, Barbara		6

Resident Teaching
Reported by Dr. R. Bruce McQuigg

Requirements for resident teachers present an interesting problem for the Insite program. In order to receive university credit for the semester, a respectable amount of written work must be involved. More important, however, the resident teacher must be helped --- rather than hindered --- by this written work in order to be successful in resident teaching.

Consequently, the four-fold requirements are designed to do several things: (1) they are designed to help him become more analytical about his teaching behavior, its results and implications; (2) they encourage him to make use of many sources of information about his students and thus be able to work more effectively with them; (3) they continue the emphasis placed throughout the program on careful, thoughtful planning for instruction which includes the sometimes agonizing process of stating objectives in performance terms; and (4) they allow a great deal of coordination with the graduate course in the study of teaching which students take after resident teaching.

The reader will see that there are four elements: (1) a description of the kinds of information used to assess their pupils; (2) submission of weekly plans; (3) samples of both pupil and teacher-made instructional materials, tests, etc.; and (4) weekly hypotheses, the testing situation for the hypothesis, results, conclusions, implications, and alternatives. This system of hypothesizing about one's teaching behavior and testing the hypothesis under classroom conditions is perhaps the most important dimension in the requirements for the resident teaching experience. -- R. Bruce McQuigg

The following information was distributed to the resident teachers during the orientation seminar. Copies are given to liaison persons and cooperating teachers during visits in the field, and these people are encouraged to ask questions concerning the requirements.

The Resident Teaching Semester

Insite Project

(School of Education, Indiana University)

Introduction

The term "semester" is actually a misnomer, for the Resident Teaching Semester (RTS) involves a considerable amount of work before and after the students' semester of teaching in the field. It is not our purpose here to discuss the Orientation Seminar activities, nor those of the RTS Follow-Up. Rather, the focus is upon those requirements related to the resident teaching experience *per se*.

Requirements Are Four-Fold

Three of the four program requirements are discussed below. The last requirement, relating to the Journal, is discussed in detail in the following section.

Resident teachers are required to:

1. Prepare a brief description which presents evidence of careful assessment of the pupils -- primarily, their academic abilities -- with whom they will be working. The sources of evidence must be indicated and may, in fact, be any combination of the following: talks with other teachers, supervisors, and/or principals; study of cumulative folder information; organized test data, i.e., standardized test results; pupil questionnaires; pupil interviews; or pupils' creative writing, i.e., autobiography or themes.

This assignment is due October 30 (or March 30). It should be sent in along with the weekly plans and Journal entries due on that date.

2. Prepare weekly plans beginning with the first full week of the semester and continuing every week thereafter. These plans should reflect increasing expertness in teaching, as indicated by: (a) flexible use of instructional resources; (b) various ways of providing for individual differences; (c) integration of various subject matter areas; (d) use of various media and technology; (e) evaluation of pupil performance in terms of goals sought, etc.

Focus should be upon the learner. Resident teachers will have wide latitude in how the plans are actually written and prepared, as discussed during the Orientation Seminar.

Weekly plans should be sent to the Insite office at periods specified in the following section (The Resident Teacher's Journal). Before plans are implemented, resident teachers should get reaction and feedback from their cooperating faculty members* assigned to them.

3. Collect and save samples of both pupil and teacher products for use in various phases of the graduate work. Such materials may also be shared with Insite staff members when they visit in the schools.

Pupil products may include such things as scores on tests (standardized or otherwise); the actual tests themselves; pupil reports; pupil themes or creative writing; individual progress charts of various kinds; art work; etc. Resident teachers may wish to take pictures of slides of pupil products that cannot be brought back to campus, such as science fair projects, pupil constructions such as an abacus or large chart, and so forth.

Teachers' products may include pictures or slides of bulletin boards or specially prepared teacher aids, i.e., charts and transparencies, teacher constructed tests, plus various types of study guides or worksheets.

Audio tape might also be used to record special pupil reports (oral) or for other purposes.

These materials can be brought, not mailed, to campus when returning for further graduate study.

* "Cooperating faculty members" may or may not be the districts "liaison person" with Insite. They may be the master teacher, buddy teacher, etc.

The Resident Teaching Journal

Two Tasks

The Journal should be helpful in accomplishing two things. First of all, it should serve as a basis of continuing self-evaluation of some phases of one's resident teaching experience. Secondly, it will be incorporated into the graduate study which follows the resident teaching experience.

The Matter of Self-Evaluation

Students will focus on those aspects (common elements) of teaching which will notably affect the degree of success which they will achieve during the resident teaching semester.[1] These categories, or calssifications, include those characteristics vital to superior teaching, i.e., planning, management, providing for individual difference, motivation, and evaluation.

Classifications

1. Planning
   - Planning for learners
   - Planning with learners
   - Adapting plans
     - Modifying expectations about the group
     - Modifying expectations about the individuals
     - Taking advantage of immediate situations
   - Organizing learning activities

2. Selecting and Utilizing Materials
   - Organizing materials required for planned lesson
   - Improvising materials as situation demands

3. Motivating (stimulating learning)
   - Motivating groups
   - Motivation and the individual learner

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[1] The Michigan State University "Clinic-School Project" materials were of great help in the construction of the Journal.

4. Telling
   Giving directions to . . .
      the individual
      the group

5. Helping Learners Find Meaning Through . . .
   concrete illustrations or experiences
   other associations
   critical thinking
   creative thinking
   review

6. Developing a Secure Classroom Environment
   Building self-confidence in learners
      Enchancing self concept
   Establishing accepting environment
   Reducing emotional tension
   Respecting concerns of the pupil group

7. Individual Differences
   Allowing for variations among children
   Designing instruction for differences among children
   Building and encouraging respect for variations or differences
   Coping with the occasional emotional upsets of children

8. Behavior Control (discipline)
   Encouraging certain behaviors
      subtle procedures
      overt procedures
   Discouraging certain behaviors
      subtle procedures
      overt procedures

9. Evaluating
   Establishing an indication of accomplishment for the learner
   Encouraging self-evaluation
   Relating evaluation to future planning
   Assessment of learners and learning

10. Management
   Caring for physical comfort and health of pupils
   Caring for materials and properties
   Caring for safety of pupils

Under each of the ten classifications, there are a number of hypotheses which could be tested during actual performance.
For example:

Classification

1 Planning

Planning with learners

Possible Hypotheses (samples)

1. When pupils participate in helping to set the rules of behavior in the classroom, they are more inclined to abide by those regulations.

2. Under careful teacher guidance, the "committee approach" can be a valuable learning experience for children.

3. When the teacher guides and helps students in their planning and decision making, it results in a more satisfactory learning experience for students than teacher dominated or laissez faire approach.

4. Motivation and interest increase when children take part in the planning of a unit.

Selecting the Hypothesis

It would be necessary for the resident teacher and his cooperating faculty member to identify the classifications which would be used. Once identified, an appropriate hypothesis to be tested would be prepared. During the months of September and October, choices must be made from the following classifications: #1 Planning, # 3 Motivation, #6 Developing a Secure Classroom Environment, #8 Behavior Control, and #10 Management, since these undoubtedly will have a considerable impact upon the resident teacher's early success. Later on focus would be on other classifications, particularly evaluation (#9). It is anticipated that the resident teacher will be able to test at least one hypothesis in each classification. However, it is also recognized that individual resident teacher's needs will vary; thus, it would be possible that some resident teachers would not work will all classifications.

The Pattern

The following pattern should be used, so that the students would be able to utilize their Journal recordings to maximum advantage.

1. Select classification
2. State an appropriate hypothesis
3. Test hypothesis, when possible, in <u>two</u> different situations
4. Prepare the Journal entry (maximum of 2 pages, $8\frac{1}{2}$x11) including:

A. Classification
B. Hypothesis (to be tested)
C. Description of situation(s)
D. Decision
E. Rationale
F. Consequences and conclusion
G. Other alternatives and their possible consequences (Focus on the effects on pupils).
H. Reflections on hypotheses tested earlier

Requirements

1. Begin testing one hypothesis the first full week of school, and test one weekly thereafter. Send Journal entries to Insite on September 30, October 30, November 30, December 23, February 29, March 30, April 30, and end-of-semester (carbon copies).
2. The Journal entries sent on these dates should include additional reactions to the teaching experiences, as indicated in Journal format.
3. The cooperating faculty member in the field reviews the original each week with the resident teacher. Such person can also provide direction for future classifications and hypotheses to be tested.
4. Each student will be provided with addressed envelopes, dates to be returned, etc.

Evaluation of Resident Teacher

Though the emphasis is on self-evaluation, there are two other phases of evaluation of Resident Teaching which are of importance.

One is the "typical" evaluation of the resident, done much like the evaluation of any other beginning teacher, but with perhaps more data than is often the case. This evaluation (and ensuing appraisal for placement purposes) will be done by the department head or principal, just as in the case of most beginning teachers.

The second is a composite evaluation by the Insite staff which includes evidence gathered during all three phases, orientation, teaching, and follow-up. The Journal, along with all the other written requirements for the resident teaching experience, will be utilized in this evaluation.

Upon the request of the resident teacher, the "cooperating faculty member' may be asked to write an appraisal for placement purposes. (The emphasis here is not on "rating" on the part of this cooperating faculty member; it is, rather, on help for the resident teacher, and thus the appraisal might not be sought.)

THIRD SEMINAR ON THE IMPLICATIONS OF THE SOCIAL SCIENCES

Reported by Paul D. Hines
Moderator of the Seminar

The Seminar on the Implications of the Social Sciences, taken by Insite students during their sophomore year, was offered for the third time during the fall semester of 1966-67. Under the direction of Dr. Paul D. Hines, assistant professor of education and teacher of social studies methods, the seminar utilized the services of graduate assistants Jan Tucker, John Patrick, and Russel Peters.

One hundred fourteen (114) students enrolled in the one-hour course. The seminar met for a two-period block each week, allowing time for both a lecture or film and questions and discussion afterward. At other times the students met in small discussion groups for a two hour period.

All students seeking certification as teachers take from 14-16 hours in social and behavorial sciences as part of their general education requirements. This seminar, then, is not intended to substitute for academic work in the social sciences but rather to support such work and make it more meaningful.

KEY OBJECTIVES

Although the major objectives of the seminar remained primarily the same as the previous year, a slightly different focus -- emphasizing the applica ion of the social sciences to current problems -- was utilized as the chief vehicle of the seminar. The major objectives of the seminar were to help the student acquire the following:

1. An understanding of the nature of the various social sciences, their distinguishing characteristics, and their relationship to one another and to other disciplines.

2. An awareness of the methods and procedures utilized by social scientists in conducting inquiry. The emphasis was not only on the solving of a particular problem but also on the processes utilized by social scientists.

3. An awareness of the extent to which the social sciences may contribute to man's understanding of matters of public concern.

4. A realization of the value of the methods and content of the social sciences as an essential component of public education.

5. Knowledge of how the social sciences are properly brought to bear upon problems in public policy, and what their limitations are.

EVALUATION OF COURSE OBJECTIVES

Students were given a questionnaire regarding the course. The following scale was utilized in determining the student's view of whether course objectives were met:

0 - Negligible
1 - Slight
2 - Average
3 - Above Average
4 - Large Extent

The students rated the attainment of course objectives as follows:

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5
4	11	11	31	15	22
3	38	50	42	42	51
2	46	34	30	42	33
1	15	13	8	12	5
0	1	3	1	1	0
Mean Response	2.4	2.5	2.8	2.5	2.8

The student evaluation of the seminar agreed with the instructor's view in many respects. The objectives that concerned social sciences and their relationship to matters of public policy were rated very high, while the aspects of the course devoted to the characteristics of the disciplines received lower ratings. This result was due, in part, to the changes in course organization made since the second year Implications of the Social Sciences Seminar report.

COURSE PATTERN AND ORGANIZATION

Previously the seminar had treated each of the social sciences as a separate entity. A different problem in the social sciences was examined each session.

On the third offering of the seminar, it was decided to utilize two problem areas to serve as a unifying theme for the various social science disciplines and thus improve the continuity of the course. Vietnam and Civil Rights were the two problem areas selected. The techniques utilized included large group instruction with lectures and films and small group discussions which were devoted to analyzing the general themes introduced in the large-group meetings.

LARGE GROUP MEETINGS

Session 1. The nature of the social sciences and its application to a problem area such as Vietnam was discussed by the seminar moderator, Dr. Paul Hines. In this discussion the course was outlined and course schedules were given to the participants. Following a question-answer period, the film "Southeast Asia: The Other War" was shown.

Session 2. Dr. Donald Bennett, chairman of the geography department, lectured on the techniques utilized by a professional geographer. His examples and data were drawn from the Vietnam area.

Session 4. Dr. Bill Siffin, associate professor of political science, presented a lecture on the techniques utilized by the political scientist. His examples were drawn from the 1966 Vietnam election for a constitutional assembly.

Session 6. Due to the difficulty in obtaining a cultural anthropologist as a speaker for this meeting, a discussion of anthropology and its application to the Vietnam situation was presented by the seminar moderator, Dr. Paul Hines.

Session 8. Dr. John Thompson, professor of history, presented a lecture on the techniques and philosophy of history. His examples were drawn from Southeast Asia's history and the United States involvement in the Far East.

Session 10. After a brief introduction on the nature of the remaining part of the course, a film, "The New Mood," from A History of the American Negro People series, was shown to the class.

Session 11. At this point in the seminar, an attempt was made to confront the student with an emotional situation. An Indianapolis civil rights worker, John Torian, lectured to the class on his role and philosophy in the civil rights movement.

Session 12. Dr. John Liell, professor of sociology, presented a lecture on the sociological implications of segregation and prejudice.

Session 14. Dr. George Wilson, professor of economics, conducted the last large group section and presented a lecture on the economics of prejudice.

SMALL GROUP DISCUSSION: INQUIRY SESSIONS

An important part of the seminar activities was the small group discussions which usually followed a large group presentation. Sessions 3, 5, 7, 9, 13, and 15 were devoted to small group organizations. The small groups met in sections of 40, 20, or 5, depending upon the nature of the problem presented for discussion. The overhead projector was an important tool in the small group setting.

When feasible the students were presented with a problem connected with the discipline previously discussed. To solve the problem, the students had to utilize some of the same techniques or philosophy which had been introduced in the large group section. An example will be drawn from the problem presented in the inquiry session following the large group presentation on geography. The following imaginary newspaper article was given to each student:

> Yesterday the Royal Laotian government protested an alleged United States attack on rich rice fields across the border from Bac Am. The Ministry of the Interior announced that over 700 Laotian peasants were killed in this violation of Laotian territory.

The students were asked: "Could the article be true?" Knowing about the difficulty in defining territorial boundaries in this area, most replied yes. Then the following overlays (with discussion between each) were shown:

1. Infiltration routes and bases of "NFL" in South Vietnam
2. Vegetation map of Vietnam
3. Elevation map of Vietnam
4. Population map of Vietnam
5. Resource map of Vietnam

Examination of these data led the students to conclude that the article was probably not true as stated. It was hoped that by using this approach, students would gain both an understanding of the structure and techniques of geography and a better knowledge of the problems in Vietnam. Other problems were devised for the other discipline areas.

EVALUATION

Two evaluation experiences were devised to test the students understanding of the various disciplines examined, at midterm and at the end of the semester.

Midterm. The students were given a six-page survey of Ap Cau, a village in South Vietnam. The area description, recent history, political structure, home construction, religion, patrilineage, pologymy practices and socio-economic levels were included in the handout. The students were asked to compose a five-page pacification plan for Ap Cau. This necessitated the use of the Ap Cau data and ideas and approaches introduced in the social science discipline lectures and small group discussions.

Final. As a final test, the students were given an eleven-page handout on civil rights. Quotes from books, statistics, poems, court decisions, and class structure materials were included in the handout. Utilizing this material and the lecture material, the students were asked to explain why the slogan "Black Power" has received such attention during the past year.

CHANGES

Although the moderator was initially quite enthusiastic regarding the shifting focus from individual social science problems to the over-riding themes of Vietnam and Civil Rights, the approach presented several problems. Students began to ask such questions as! "Why don't we learn more about Vietnam?" "Why does he waste our time on how a political scientist views something?" "Tell us more facts."

Both problems were apparently emotionally oriented to the point that the students frequently could not see the structure of the discipline or the process that was being utilized in presenting the course. When the civil rights worker spoke, he was totally accepted or rejected on the basis of emotion. The seminar found what so many politicans have found, i.e. emotion is a very difficult obstacle to overcome.

Other than refocusing the function of the structure of the discipline and its relationship to public problems, the moderator would utilize the same methodological approach. A higher percentage of small group meetings would be utilized.

IMPLICATIONS FOR TEACHER EDUCATION

If the Seminar on the Implications of the Social Sciences is expanded to a two or three hour course, it might have several possibilities in the area of teacher education.

1. The seminar would function effectively as a required course for secondary social studies majors at the sophomore level. Its content and process would be very valuable for prospective social studies teachers. It also would motivate the social studies education department to examine its candidates and perhaps direct some to other areas, since the social studies area is still producing more teachers than there are jobs available.

2. The seminar would be valuable for prospective elementary school teachers. This level teacher has more opportunity and frequently the tendency to utilize a multi-discipline approach. The seminar would strengthen the overall elementary program.

3. The moderator would like to see a course at this level offered as an elective which could be utilized in meeting general education requirements in the social sciences. This would require interdepartment cooperation and control but the course would be a valuable addition to general education if the administration details could be arranged.

MATERIALS

Testing and instructional materials used by the students during the seminar included:

1. Final Test (Civil Rights)
2. Mid Term (Ap Cau, Vietnam)
3. Handout - Laos Violated
4. Filmguide - "Southeast Asia: The Other War"
5. The Civil Rights Act of 1964
6. Tips for Teachers: A Statement of Geographic Understanding
7. John R. Palmer, "The Problem of Understanding History"
8. Cultural Region Framework for the Social Studies Program
9. Never-Ending Controversy on Rights Laws

SEMINAR ON THE ROLE OF THE HUMANITIES

Reported by Guy Hubbard
Moderator of the Seminar

The third in the series of three Seminars on the Role of the Humanities was conducted during the second semester of the 1966-67 academic year for a group of eighty-eight Insite students. The program was substantially the same as for the previous two seminars (see Appendix 1). The principal changes were brought about largely through suggestions and comments made by Insite students during the earlier presentations of the seminar. The suggestion that religion should be represented was put into effect by inviting Prof. William F. May, of the Program for the Study of Religion at Indiana University, to speak on the topic of "Religion and Humanities." A copy of Professor May's talk is available.[1]

The interest expressed in speakers from outside the University led to the addition of Mr. George Gill to the earlier list that included Mr. David O. Meeker, architect, and Mrs. Margaret Weymouth Jackson, short story writer. Mr. Gill is managing editor of the Louisville Courier-Journal. (A copy of his manuscript is available.) Since the visual arts had been insufficiently represented previously, Prof. Robert Barnes of the department of Fine Arts of Indiana University kindly agreed to make a slide presentation to the students about painting. A copy of his talk, "The Painter As a Humanist," is available.

The addition of these speakers and some other modifications to the program unfortunately necessitated the discontinuance of the previous panel presentations. A further modification was made when one of the leading ballet dancers fell and injured herself. Instead of the previously very successful lecture-demonstration presented by Prof. Mattlyn Gavers, Prof. Gilbert Reed kindly invited the seminar to sit in on one of his regular ballet rehearsals.

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[1]Mimeographed copies of the other addresses had earlier been recorded and transcribed for distribution to the students. Although the speakers did not repeat themselves, these statements were distributed at each seminar with the speakers' approval. Copies are available at the Insite office.

The program of visits to television studios, artists' studios, and to the orchestral and choral rehearsals were not repeated. For these events to be effective, more staff and more time are needed. The large number of students in the Insite seminars made it easier to bring the artist to the audience, except in the case of Prof. Sidney Foster's piano presentation and Professor Reed's ballet rehearsal, both of which lent themselves naturally to public performance.

The previous attempts at evaluating student achievement in the seminar were reviewed, with the result that instead of either a final examination or weekly paragraphs, students wrote a series of papers. The first one was scheduled on the first day of class to try to diagnose each student's performance level at the outset of the seminar. Another paper was written on the final day with the limitations the same as those imposed in the first paper.

Spaced throughout the semester were three brief papers. The last group of papers was to have been written in class. In fact, they were written at home and turned in later, beaause the question-and-answer periods went on longer than expected. Rather than interrupt the verbal exchange, it was felt to be more desirable to adopt the alternative of asking the class to write later and turn the results in the following week. These three papers were marked and returned to the students on the Thursday after they were submitted.

Tuesday afternoons were set aside for office hours, during which time problems arising from the papers could be discussed. Every attempt was made in the paper to challenge students to reach their own conclusions and then to defend them.

Evaluation of students' performance in the seminar was largely a comparison between the first paper and the last one, with supplementary support from those written during the semester.

CONTENT ANALYSIS OF STUDENTS' PAPERS

Evaluation of another kind was undertaken. A content analysis was made of the students' papers at the end of the first two seminars. With the help of Mrs. Marilyn Mendelson, Dr. Hubbard's assistant for the first two seminars, such an analysis was made.[2] A summary of the findings follows in the body of this report. The second part of the proposal was then to apply the same method to the recently completed seminar--to those papers written at the opening session and to those written at the closing session. The design here is to determine whether significant changes could be distinguished amoung student responses that could conceivably be due to experience in the program of the humanities seminar. Since the final papers have only recently been written, the second group of results is not yet available. They should be available, however, sometime in the month of July.

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[2]The records of this work are on file in the Insite office.

SUMMARY OF THE ANALYSIS

The analysis was based on what students actually wrote, to the degree that an agreement was possible among the three coders who worked on the project. It is thus a study of the frequency of the appearances of student ideas and not a statement about what the instructional staff may have been hoping to find. The responses fell into three classes: (1) appreciation of understanding, (2) seminar critique, and (3) education and a teaching career.

1. Appreciation of Understanding. While all the categories named have some respondents, none of them was represented by as many as half of the students. The greatest response was to the category of purposes and concerns of the humanities (Item 3). Seventy-six students out of the 180 referred at least once to what the proper concerns of the humanities were. Amoung these responses were those referring to the humanities as a means to improve mankind and as a means to express human values.

Student interest was almost as high (69 responses) on the topic of what humanists did, and on the notion that understanding the humanities calls for critical thought or frequent contact (65 responses).

Moderate interest (52 responses) was shown for such topics as the students' estimates of the importance of the humanities in the contemporary world, and the interrelatedness of the humanities (50 responses).

Relatively slight interest was shown for what humanities should be like (22 responses) or to the humanities as a source of enjoyment (22 responses).

2. Seminar Critique. Without a doubt, the best represented item in the entire series was that expresssing the view that the seminar was beneficial (148 responses). While a number of students may have written in this manner because instructors were to read their papers, such a number of responses cannot go unnoticed. Student recognition of their inadequate background in the humanities before the start of the seminar was also strongly evident (90 responses, although four students expressed the opposite view).

More moderate representation was found on student discussions of the seminar objectives (53 responses) and on approval of these seminar organizations (46 responses).

Of those speakers who were referred to by name as presenting informative addresses, Mr. Meeker, architecture, was mentioned most often (57 papers); Professor Langan, philosophy, was mentioned in 47 papers; Professor Weisstein, literature, in 45 papers; and Professor Foster, music, in 44 papers. Mrs. Jackson, creative writing, spoke to only one group, but she was mentioned in 30 papers. References to the other speakers were made with less frequency. Student responses

indicated that what the speakers had to say challenged them (47 responses), although few speakers were named.

3. Education and a Teaching Career. Among these items the idea was expressed in 95 papers that the humanities help a teacher be more effective and also that a teacher should teach about the humanities (80 responses).

Interestingly, one student in each of the above classifications expressed the opposite; and among estimates of the importance of the humanities today, three students wrote that humanities were not important and that students do not value them. Furthermore, one student wrote that the humanities are not an important part of education. Forty-four responded positively to this item, however.

These results indicate some part of what was in the students' minds when they wrote their final papers. Their ideas were influenced naturally by what they thought would be most acceptable for such an assignment. Nevertheless, it seems reasonable to believe that a substantial proportion of the students felt that they benefited from the seminar.

The two sets of papers from the most recent group of students are yet to be appraised. When the ensuing comparison between those papers composed at the beginning and those composed at the end of the seminar is complete, the results may provide further guidance in the matter of whether these seminars should continue, and if so, how much more effective they could become.

MODERATOR'S CONCLUSIONS

From my position as moderator of the Humanities Seminar, I can only emphasize the need for this kind of experience to be continuing for as many students as possible. All too few undergraduates have an opportunity to hear senior faculty members, and certainly they never encounter the range of people that it has been possible to bring together under these unique circumstances--not to mention the personalities that are not associated with Indiana University. As the University grows even larger, the opportunities for this kind of experience will shrink still further. Person-to-person contact is necessary at some points in education, and this is one of them.

The visits are also, in my view, a necessity. More extensive preparation would have to be made, however, than I had either the time or assistance to accomplish. If substantially more funds were to be made available, I would make video tapes of campus artists and writers at work. I would still have them come in person to talk, but all too often students never see the person in his working environment. I would also introduce more people from beyond the campus, together with examples of the work they do, since it is unwise in the late twentieth

century to limit the concept of the humanities in any way to a campus setting, regardless of the fact that colleges and universities are the traditional homes of humanistic enterprises.

Above all, if this seminar is to be continued, it must be under the direction of a faculty member. He must be given adequate released time for the work, and he must have a strong interest in the idea of interdisciplinary education. He should also be interested in searching for people to address the seminar. He should enjoy developing innovative ways of presenting people and ideas. Many people on college campuses have strong emotional investments in special interpretations of what the humanities are, and what they are not. Consequently, one person should be appointed, and he should be free to develop the seminar as he sees fit. He, in turn, should be responsible to one person, not to a committee.

The speakers should, moreover, receive an honorarium for the services in the manner already established. This serves to ensure that they will prepare themselves adequately. It also indicates that the institution values this service over and above normal professional duties.

Yet another worthwhile objective that should be maintained if the seminar persists is student participation in both small and large groups. Both were attempted during the past seminars with and without faculty and visitor participation. While the results were mixed, when success did occur, it revealed a source of strength and inspiration for the students that was well worth the risk of failure.

Appendix One

HUMANITIES SEMINAR: GENERAL INFORMATION

Spring Semester, 1967

Moderator: Professor Guy Hubbard
Assistant: Gordon Plummer

1. The course outlines, a statement of purposes, and brief statements about each speaker will be made available.

2. Mimeographed copies of the lectures will be distributed to you. These materials are edited transcriptions of what was presented on previous semesters, so they are only approximate guides to what each speaker will say this semester. The purpose in preparing them in this manner is to offer you a permanent record. They should help you understand more clearly the point of view of each speaker and enable you to take a more active part in the seminar than you might otherwise be able to do. It should be made clear that these transcriptions will not necessarily be followed closely; they are not a substitute for the weekly meetings.

3. You will not write an examination at the end of the seminar. However, you will write five papers in class and these will be used to assess your grade. Each of the papers will be directed at the same three issues, namely: (a) the meaning that the expression "humanities" has for you, (b) the possible contribution of the humanities to your personal life, and (c) the possible contribution of the humanities to your teaching career.

These papers will be written on February 9, March 9, April 6, May 11 and May 25. The first and the last one will not be returned. The others will be marked and returned the week after being written.

INSITE HUMANITIES SEMINAR

What the Humanities Contribute to Mankind
Spring, 1967

The object of this seminar is for each of you to develop a more mature conception of the humanities in order that you may more fully understand the contributions they make to civilized life. To help you achieve this objective a number of scholars and artists have kindly agreed to talk about their interpretation of what the humanities are and also about their specialized interests. As a point of interest, you should know that this seminar is not designed to teach the content of any area of humanistic study, although the knowledge you already possess should certainly be useful.

We shall meet here in Ballantine Hall, Room 013, every Thursday, at 2:30 p.m. with the exception of March 23. The speakers will usually begin by talking with you. They will then open up the meeting for the equally important part of the program in which you will participate with questions.

February 9	Dr. Rice will introduce the seminar. An initial paper will be written.
February 16	Professor Thomas D. Langan, Department of Philosophy "What the Humanities Should Contribute to a Liberal Education."
February 23	Professor Ulrich W. Weisstein, Department of Comparative Literature, "Interdisciplinary Studies in the Humanities."
March 2	Professor Norman T. Pratt, Department of Classical Languages and Literatures, "Great Ideas and the Passage of Time."
March 9	Mrs. Margaret Weymouth Jackson, short story writer, "Artistic Expression Through the Short Story."

March 16	Mr. David O. Meeker, Jr., Architect, "Architectural Expression and Human Needs."
March 23	Professor Sidney Foster, Department of Music, "The Pianist as a Performing Artist." Note: Meet in Recital Hall, School of Music.

Mid-Semester Break

April 6	Mr. George Gill, Journalist, "Journalism and the Humanities."
April 13	Student discussion sessions. Note: Meet in Ballantine 013 and then disperse to IMU 300A, B, C; 400A; and 500A.
April 20	Professor Robert Barnes, Department of Fine Arts, "The Painter as a Humanist."
April 27	Professor William F. May, Program for the Study of Religion, "Religion and the Humanities."
May 4	Professor Mattlyn Gavers, School of Music, "Ballet" -- a lecture demonstration.
May 11	Student Panel on the humanities.
May 18	Two teachers discuss the humanities in teaching.
May 25	Concluding remarks. Final paper to be written in class.

THE CREATIVE ARTS WORKSHOPS

Reported by Mary J. Rouse
Coordinator, Three Arts Workshops,
Associate Professor, Art Education

The final semester of the Creative Arts Workshops, taken by Insite students during their sophomore year, occurred in the spring of 1967. Two sections, one of 29 students and the other of 11, were scheduled. Dr. Mary Rouse, associate professor of art education and a teacher of elementary art methods, directed the team which taught these sections. Two teaching associates, Miss Jane Wesley from the School of Music, and Miss Beatrice Collard from the School of Health, Physical Education, and Recreation, composed the other members of the teaching team. A graduate assistant, Miss Helen Janes, was also employed in the capacity of recorder, audio-visual assistant, and general factotum.

One section met from 8:30 until 10:15 a.m. on Mondays, Wednesdays, and Fridays, while the other met at the same time on Tuesdays, Thursdays, and Saturdays. The classes were held in various locations in and out of the School of Education appropriate to the particular activity underway, since no one area suitable for all of the activities could be located. The art activities usually were scheduled in a room in the art education area of the School of Education. Music activities were sometimes also scheduled for the same room, but when possible were held in a music methods classroom in the same building. Dance and games activities usually took place in the Ballet Studio in Arbutus Hall, a "temporary" building some distance from the School of Education.

Objectives

The general objectives of the workshops, first stated by a Creative Arts Workshop planning team in 1966, remained the same. These were:

1. To develop an understanding of the value and significance of the arts in society.

2. To develop an understanding of the interrelatedness as well as the uniqueness of each of the arts.

3. To develop and enhance one's own perceptual response to the arts by studying basic concepts through creative experience.

4. To develop an understanding of the developmental patterns of children, their similarities and differences, as they participate in the arts.

5. To develop methods and materials in presenting the arts.

6. To plan, organize, and evaluate a program of the arts as a part of the elementary program.

While the general objectives remained unchanged throughout the three semesters in which they were offered to Insite students, several changes occurred in the general organization of the workshops. The need for these changes was indicated by the various kinds of evaluations made during and at the end of each semester's classes. Some of these were in the form of regular class examinations held during and at the end of each class; others were obtained directly from the students themselves by special forms devised specifically for this purpose. Another important evaluation resource were faculty observation reports made on the basis of direct observations by members of the Creative Arts Workshop planning team who were not actively involved in teaching the workshop. The most important changes which took place because of this evaluation procedure were:

a. The addition of an in-depth sequence during the early part of each workshop. The large section was divided into three groups, based on their prior experience with music, and each of the three groups rotated to each of the three teachers for a period of two weeks. This made possible a short period of specialized instruction in the basics of each of the three areas (art, music, and games/dance), before the students attempted to combine them. This change was made necessary by the fact that the students' prior experiences in these areas was not adequate to prepare them for the more complex task of relating them. The smaller section also spent two weeks working on the basics of each area, but was not divided into groups since its number was so small.

b. The elimination of the two-weeks' sequence of working with children. This change, made with much regret, was forced because of the impossibility of procuring enough children at the correct time (preferably, for two hours a day over a period of two weeks beginning at approximately the tenth week of each term) during the regular school year. This problem was not, of course, encountered during the prior summer term in which children were used quite profitabley.

c. A change in the method of handling student work in curriculum design. During the first and second semesters, the students had been presented with a large unit of curriculum design which occurred at the last quarter of the semester. The teaching team was unhappy with the results of this, and instituted a new procedure during the third semester. This involved each student in the preparation of a lesson plan for the teaching of

a given concept to a pre-chosen grade level immediately after she had just undergone a learning experience with the same concept, led by members of the teaching team. The new procedure proved to be a most successful strategy for three reasons:

(1) the learning experience just undergone was still fresh and immediate and produced a much more interesting and appropriate product; (2) since each student could anticipate that she would be called upon to immediately translate her own experiences with the given concept to a plan suitable for children, she actually involved herself to a much greater extent in each new learning experience as it was presented by the teaching team; (3) each student's lesson plan was immediately evaluated by members of the teaching-team and returned to the student with the written criticism. This immediate reward and feed-back enhanced the next series of plans. Each series thus served the next, and a constant improvement in the quality of lesson plans was clearly evidenced.

When all of these changes were made, the final organization of the course followed this form:

Week I: Introduction, presentation of objectives, lectures on children's developmental patterns with respect to creativity and visual/aural/kinesthetic perception.

Week II: Beginning of two-week sequences of basic instruction in each of the arts.

Week III: Continuation of same.

Week IV: Continuation of same.

Week V: Continuation of same.

Week VI: Continuation of same.

Week VII: Continuation of same.

Week VIII: Work on concept: rhythm and repetition.

Week IX: Conclude rhythm/repetition; begin space/time.

Week X: Conclude space/time; begin melody/line.

Week XI: Conclude melody/line.

Week XII: Begin color/dynamics.

Week XIII: Conclude color/dynamics; begin form/design.

Week XIV: Conclude form/design (final projects).

Week XV: Evaluation techniques, supplies and materials.

Week XVI: Final examination.

Results of the Student Evaluations

(Note: students were asked to evaluate the workshop with respect to each question according to the following scale:

4 - superior
3 - above average
2 - about average
1 - below average
0 - not much

A. In your opinion, to what extent has this course achieved the following objectives:

a. To develop an understanding and appreciation of the interrelationships between the arts: art, music, and dance.

4	3	2	1	0
31	6	1	0	0

Mean rating: 3.7

b. To develop an interest in and a liking for the arts as a part of your own life:

4	3	2	1	0
24	12	2	0	0

Mean rating: 3.5

c. To develop an understanding of the necessity for the inclusion of the arts as an important part of the elementary school curriculum:

4	3	2	1	0
31	6	1	0	0

Mean rating: 3.7

d. To develop an understanding of commonalities and individual differences among children as they are revealed through involvement in the arts:

4	3	2	1	0
12	15	9	1	1

Mean rating: 2.9

e. To develop some understanding of ways to build a curriculum which can relate the arts for children at the elementary school level:

4	3	2	1	0
17	16	5	0	0

Mean rating: 3.3

f. To develop some understandings concerning your own potential as a future elementary teacher.

4	3	2	1	0
11	24	3	0	0

Mean rating: 3.2

B. In your opinion, to what extent have the following objectives contributed to your better understanding of the course objectives:

a. Lectures concerning perception and creativity

4	3	2	1	0
18	11	6	2	0

Mean rating: 3.3

b. Studio experience in dance

4	3	2	1	0
15	12	8	2	0

Mean rating: 3.0

c. Studio experiences in art

4	3	2	1	0
15	16	4	2	0

Mean rating: 3.2

d. Studio experiences in music

4	3	2	1	0
21	12	4	0	0

Mean rating: 3.4

e. Studio experiences in physical education and games

4	3	2	1	0
11	15	9	1	1

Mean rating: 2.9

f. Two-week review session in music

4	3	2	1	0
14	19	4	0	0

Mean rating: 3.3

g. Two-week review session in art

4	3	2	1	0
11	23	2	1	0

Mean rating: 3.2

h. Two-week review session in physical education

Mean rating: 3.0

i. Small group work on lesson planning

4	3	2	1	0
16	12	3	6	0

Mean rating: 3.0

On the following items, please give your frank opinion in your own words.

A. My over-all evaluation of the workshop would be:

(Overall, the comments were extremely favorable. In fact, no individual stated a really negative response to the course. There were, as expected, a few "buts", which will be listed. First, some of the very positive responses)

"An excellent program which every potential elementary teacher should be introduced to."

"It is a very good experience for any prospective teacher. This workshop helps us get rid of the inhibitions that the teacher might have and also helps make him more creative."

"I think the workshop was an excellent idea and looking back it was quite organized and handled in an appropriate sequence. I have learned much more about teaching, as a profession, teaching fundamentals and procedures than I have since I have been to school."

"Far above average in stressing the concepts of teaching rather than just telling us nonsense as in regular methods courses."

"That it is a very good course. I think that it should be required of every elementary teacher. This course has been more valuable to me than any other course I have taken so far. All of the information presented could be applied immediately."

"That it offers a more realistic approach to the teaching of the three arts. Very little time was wasted in time-consuming meaningless projects. I feel it is a program that should be incorporated into the normal education curriculum."

"This workshop, in my opinion, was one of the most interesting and valuable courses I have taken. It taught me to see relationships I had not seen before, it made me aware of my own potential as far as creativity is concerned, and it provided experiences which have increased my enthusiasm for teaching."

"It's terrific! This is the first course which I have taken on campus that I thoroughly enjoyed. My concepts of the three arts have greatly improved and I am anxious to try out my new ideas of creativity. All of the teachers were well versed in their areas and could easily combine her area with the other two."

Some "buts" :

"I feel that it should be part of every elementary major's program. I felt I learned more by having them combined than treating each seperately. The major objection is that the time was so limited, I feel that this is a five hour course that is worth daily attendance - not just three times a week."

"I feel the workshop was beneficial. It was extremely beneficial in regard to my gaining an understanding and appreciation of creativity. My only complaint would be a clearer definition in the beginning of the objectives of the course."

"The theory it introduced me to was a blessing. I feel cheated somewhat on methods. However, how much can one learn along these lines before reaching the classroom?"

"It was valuable and worth while in many ways but I think it could include a lot more "meat" and needs some organization. All in all, though, it is the only course I've taken yet that made me feel like I was preparing for teaching. And I think this three-arts thing is a very interesting approach."

"On the whole, the workshop was beneficial, however it is not clear in my mind about the exact relationship between these arts. If we would have had more time to work on the individual areas, I think the course would be more valuable."

"It was very interesting and enjoyable and proved valuable in certain areas. However, more instruction in the dance was needed."

The only response which might be regarded as perhaps more negative than positive was:

"The concepts are put across adequately, but I think there needs to be more applicable work done."

B. Did you clearly see a relationship between what took place in this workshop and your future role as a teacher?

The responses showed that 30 were definitely convinced that they had seen such a relationship. Some of these were:

"Yes, I realize that I am to teach concepts, not facts in the arts."

"Yes, more than in any other courses previously taken."

"Very much so. I only hope I don't run into curriculum or principal problems when I begin to teach."

"Yes, especially with the lesson plan work."

"Yes, the concept of creativity does not stop at the arts. It applies as well in all other fields - e.g.: history, math, etc. It's the progressive approach."

Five responses were somewhat doubtful. Examples of these were:

"Not a clear one; don't think I'll see that until I try it out actually."

"To a certain extent, but I realize that I need more of an over-all understanding before I can attempt to teach the combined approach."

"No, not a clear relationship. I see some relationship, but I will have to work with children before I see the definite relationship."

The remaining three students did not answer the question.

From the above, it would appear that the majority of the students believed that the workshop was well worth the effort, and quite possible deserves repeating.

Should that possibility ever turn into a reality, this writer wishes to make certain recommendations based on the three workshops (summer, fall and spring semesters). It would seem essential that these recommendations be carried out before this course is offered again for elementary majors:

1. Appropriate space must be provided in a centralized location. This is an absolute necessity. Such a course has several kinds of space needs: (1) a large open area suitable for dance and games, (2) large tables, storage spaces, and sinks, etc., for art work, (3) appropriate storage space for musical instruments and audio-visual equipment. Such space does not now exist with the result that the workshops became the nomads of the campus, wandering from room to room and building to building, usually allowed to use rooms <u>only</u> when regular classes were not so scheduled. We fitted ourselves around other peoples' schedules somehow, but this was a very frustrating situation.

2. More time should be allotted for the classes. The three methods classes which this course replaced demanded eight hours of total time per week, and the instructors of this workshop definitely feel that at least this much time is a minimum requirement for this course as well. While

recognizing the difficulty this may present in terms of scheduling several sections of such a course, no other alternative is possible. We were forced to delete some much-needed material simply because there was no time to handle it.

3. It is definitely recommended that there be more stress on "dance" and somewhat less on "games" in the sections taught by representatives of the School of Health, Physical Education, and Recreation. While we recognize the need for work on games and activities, we must stress that this is not an "art," and thus to cut dance short defeats the fundamental purpose of the course. This infers, also, that the HPER representatives will need to be very well trained in dance - a skill not possessed by many HPER majors.

4. It is recommended, also, that better audio-visual equipment be provided for such a course. We experienced a constant struggle to keep our equipment operating at a usable level of efficiency. We ran into endless troubles in attempting to make use of closed-circuit television (1) needed sessions could not be "taped" because the university does not have enough taping equipment; (2) even when taping was available, it usually could be done only through a machine which presented other difficulties later because of different speeds, thus preventing interchange; (3) when editing of the tapes was attempted, the equipment broke down and could not be used for two months because a single part was not available, (4) great difficulties were encountered in attempting to locate a vacant classroom with a television viewer when needed. Unless these problems are successfully dealt with, even the best-motivated instructor will ultimately be convinced of the futility of attempting to use multi-media in a course.

5. Appropriate musical instruments (mainly Orf and rhythm) must be made available by the School of Music. During the entire sequence of workshop classes we were hampered by the lack of such instruments. We received very little cooperation from the regular elementary music methods instructors (who belong to the School of Music) and were consistently forbidden to remove any of these instruments from the music methods classroom. Since we could not use this classroom except on Fridays and Saturdays this policy created endless problems. Similarly, the use of needed song-books was forbidden except within the confines of that special room. This writer strongly recommends that this course should not be rescheduled unless and until the School of Music (which receives a good share of its funds from the University specifically for courses for future elementary teachers) gives positive assurance that proper instruments and other such needed resources will be made available.